

# ADMINISTRATIVE - INTERNAL USE ONLY

Approved For Release 2001/07/12 : CIA-RDP81-00896R000100300008-7

*As per 1st Law  
Wording*

9 August 1972

MEMORANDUM FOR: Director of Personnel

SUBJECT : Training and Personnel Development

REFERENCES : (a) Memo dtd 21 July 72 to D/Pers fr D/TR, same subject  
(b) Memo dtd 29 June 72 to C/Ps fr D/Pers, same subject  
(c) Memo dtd 5 June 72 to DD/S fr ExDir-Compt., same subject

1. In Referent Memorandum (a) the Director of Training suggests the projection by each career service of probable promotees to Grade GS-14 (from Grades GS-12 and GS-13) for two or more years, and he asks that the names of those identified be made available to OTR for enrollment in the Midcareer Course. This proposal is a way of directly relating midcareer training and employee potential, in response to the Executive Director-Comptroller's desired tie between training and personal development.

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2. Although there is nothing uniquely developmental about the content of the Midcareer Course, versus some others, the MC has the image of being a prestigious course for more promising midcareerists. As a kind of career milestone, it also fits within the core group idea advocated by the Executive Director-Comptroller. Notwithstanding, the Course is mainly used to recognize some but certainly not all well-qualified midcareerists. Its fuzzy relationship to promotions and leadership planning will probably remain unclear until action is taken to gear the MC to a systematic process of personal and executive developmental planning within the career services. All of us concerned with personal development are of like mind in wanting to improve the selection of candidates for the Midcareer Course and to make the training more relevant to their future utilization and progress. We are equally interested in tightening the linkage between training and personnel development in other areas of training. How to best go about this objective remains the basic question.

3. In the form approved by the Executive Director-Comptroller, PMMP is a system causing career services to determine the personal developmental needs of individuals with potential for advancement. Although the executive development part of PMMP is limited to employees GS-13 and above, it could be stretched to include planning of MC enrollment for

*Advocated  
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by  
Ex-Dir.  
AK*

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GS-12 personnel. As you are aware, the PMMP process requires the career services to identify developmental actions needed by individual careerists, encompassing a wide range of training and assignment possibilities, and to combine them into an annual training and assignment developmental plan. Moreover, the Executive Director-Comptroller has advised us of his wish to include in the new Annual Personnel Plan information concerning how individuals are selected by the career services for different types of training and what results are obtained. These two processes, PMMP and the Annual Personnel Plan, in combination provide an integrative approach and a resource for linking MC selections to personal developmental needs and checking on what happens thereafter.

4. As a first step, I should brief OTR's representative on training and personal development re the details of PMMP. I should also work with him on items to include in the Annual Personnel Plans of the career services relative to the use of MC and other training courses as developmental tools. Since the Executive Director-Comptroller has already endorsed the PMMP and APP approaches, I think it would be inappropriate to develop a new system, interrelating probable promotions and participations in the Midcareer Course. I also foresee a number of difficulties in using this approach. Since the lack of a causal relationship between promotions to Grade GS-14 and MC participation is generally acknowledged, the establishment of a policy forcing a direct relationship between the two is apt to result in a self-fulfilling prophecy. Not all those identified as prospective promotees would necessarily achieve this recognition within the time frame indicated, but promotion guesses of the career services would certainly be presumptive. Even if no publicity were given to the lists of prospective GS-14 promotees, formulated as an incident to MC participation, it is likely the grapevine would pass the word. With rumors afloat, MC participation could be popularly construed as an automatic promotion, with all the adverse effects on morale this might create. This system also could create practical pressures in the career services to reserve the limited number of promotional opportunities available at the Grade GS-14 level for midcareerist trainees, thus interfering with the promotional consideration of other qualified personnel. Career service panels and boards also would be beset by problems in trying to competitively decide upon the relative merits of employees for promotion if one group of qualified individuals already "had a leg on" as prospective promotees, providing they did not fall along the way. The promotability and executive potential of mid-officers are separate judgments that should be periodically made and continually re-examined by the career services. We should take no action that might jeopardize the promotional process or create uncertainties about the equities of the system.

5. The second principal issue raised in Reference (a) is the decision of the Director of Training not to increase or decrease the enrollment of core courses, pending a response to Reference (a). I can

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appreciate the Director of Training's reluctance to do this, in the absence of a clear indication concerning the numbers of people that would be involved in future runnings of core programs. Yet I find it difficult to support advance quotas. As the Executive Director-Comptroller notes in Reference (c), we need to establish detailed procedures by which attendance at courses can be considered and scheduled in the context of tour changes, home leaves, etc., requiring the closest liaison between Training, Personnel, and command channels. These factors and others will be considered in developing the format of the Annual Personnel Plan. At the same time we should focus on other issues of concern to the Executive Director-Comptroller, among them the following: identification within each career service of training objectives and goals; estimated numbers needing training and reasons therefor; actual results obtained; and the extent to which training and developmental needs are met.

6. Reference (a) lists the existing OTR courses that would go together as a core of courses (ISA, Grid, Supervision and Management, Midcareer, IAS and Senior Seminar). Noting that two of them are in the field of management training, the Reference indicates OTR is expanding management coverage in most others. This is a desirable development, but it will not meet the proposal in the Executive Development paper that a management applications course be developed and given to employees in Grades GS-13 and GS-14 with judged potential for executive positions. This idea was presented at the Director's Annual Conference as a part of the Agency's new Executive Development program. Its submission was largely based on the view that training incurred by individuals over a period of several years does not meet their priority needs for management training experienced immediately prior to assumption of senior or executive responsibilities. Such training also would serve as a resource for evaluating the relative capabilities of competing candidates for executive positions. The developmental value of a management applications course would be enhanced if the course content were fairly comprehensive: starting with managerial effectiveness and goal-setting; ranging through information sciences, interpersonal relationships and team work; and concluding with coverage of the more traditional functions of management such as supervision, planning, directing and budgeting. Not only should the particular timing of this kind of management training facilitate high payoff when applied to executive candidates, but practical discussions and applications of the course content within an Agency context should add to its probable utility.

7. The following are observations concerning issues raised by the Executive Director-Comptroller in Reference (c).

*to who it going to see that they do this?*

a. The decision whether to expand core courses and decrease others should be made after completing the PMP process. Most career services could be tasked with responsibility for completing their list of OTR requirements by December 1972.

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b. The Executive Director-Comptroller expressed an interest in the establishment by OP of personnel records that show how the participation of employees in courses strengthens them and improves their qualifications for additional assignments and responsibilities. We have previously tried to statistically identify significant relationships between training and employee performance, with limited success. Some of our most able senior officers have had limited training, and some of the best training profiles are held by those who have not fared so well. I believe the proposed system requiring Career Service Heads to periodically account to their Deputy Directors on their programs of training and personal development is the more promising approach.

**SIGNED**

## STATINTL

Chief, Plans Staff

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OP/P&C/PS: [REDACTED] JMM (8 Aug 72)

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5 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller  
SUBJECT : Briefing Information on Executive Development  
for the Director's Annual Conference

1. In accordance with your request, I have prepared a summary of the salient points covered in the earlier submission of an executive development proposal. I also included in the Briefing Sheet some comments relative to the importance of quality leadership in appreciation of the fact that leadership is listed as a topic of discussion in the Conference Agenda.
2. As noted in the Agency's Executive Development Plan, primary reliance should be placed on the Personnel Movement and Management Process (PMP) as modified to simplify its provisions and to sharpen the focus on emerging problems in the career services (attached). Because of the significance attaching to this material, I think it would be appropriate to acquaint the Deputy Directors with the essential changes that have been made in the PMP Program since their original endorsement.

*/s/ Harry B. Fisher*

Harry B. Fisher  
Director of Personnel

Atts

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STATINTL OP/P&C/PS: [REDACTED] :jmm (3 May 72)

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BRIEFING PAPER ON LEADERSHIP AND EXECUTIVE DEVELOPMENT

The Need To Improve the Executive Developmental Process

- For over two decades, businessmen, psychologists, educators and Federal administrators have given special attention to ways of improving the quality of organizational leadership. In some businesses executive selection and development have become the first priority of management.
- Many approaches and innovations have been tried. Today, it is generally acknowledged that executive development in the Federal Government has had limited success. This comment also generally applies to industry.
- Although no simple set of leadership predictors or single method of developing leaders has yet emerged from all of the agonizing, theorizing and experimenting that has occurred over these past years, the search goes on. Emphases are changing, however. For example, previous concentration on lists of executive traits (some have exceeded 200) has given ground to the growing realization that successful executives are unlike and do different things, requiring different attributes and experiences. Moreover, rapidly changing technology and cultural values pose new dimensions and challenges, importantly affecting the selection and development of leaders. The current development of leaders and potential leaders should include exposures to the human and informational sciences as well as to traditional management functions, e.g., directing, budgeting and controlling.
- The growing importance and urgency attaching to executive development are attributable to a number of reasons:
  - One is the growing complexity of the leadership role. Effective leadership is primarily the maintenance by the executive of a successful relationship between himself and his subordinates. It is a relationship in which the head sets the program objectives and priorities and provides the proper climate for challenging work; and it is a relationship in which his subordinates understand the objectives, find satisfaction in achieving them, do the work and make at least some of the decisions. In this sense, I am sure you will agree that CIA, as most other organizations, has a way to go.
  - Another reason for seeking to improve the quality of leadership is the dilemma that organizations face in managing the conflict between the need for leaders to specialize during their careers but be knowledgeable of several fields when they become managers. It is apparent that officers picked for leadership usually owe their selection to individual prowess in ascending a rather narrowly prescribed vertical, functional ladder. It is equally apparent, however, that preparation of an individual for executive responsibility can best be achieved by exposing him to several areas or disciplines that will later fall within his purview as a leader. The need for career broadening of

candidates with leadership potential helps to explain persistent efforts to use mobility and rotation as principal methods of executive development.

- A third reason is a growing awareness that organizations can no longer rely on the old adage "cream rises to the top" as the basis for selecting leaders. Almost automatically, a hierachial system will produce enough people to fill executive vacancies, but experience has shown the process of choosing a quality or superior leader is a time-consuming exercise, entailing the observation of several candidates under stress, in a variety of developmental situations.
- Mature organizations facing an accelerated large turnover of executives within a few years are especially affected by problems of leadership quality and continuity; e.g., China. Even if no vacuum in the top leadership is expected, the continuing departure of other senior officers throughout the organization can have many disruptive effects unless systematic plans are made for their replacement.
- No list of reasons for effective executive development would be complete without mentioning the dominant tone -- good or bad -- that leaders set throughout an organization. Their attitudes, effectiveness, style, openness and work habits largely determine the general mood and work approach of others. Optimum leadership effectiveness is a key to optimum organizational effectiveness.

Federal Program for Executive Development

- The President, CSC and OMB have declared executive development to be a major goal in improving the quality and responsiveness of the Federal Service.
- Five Guidelines have been enunciated for the establishment of an executive development program throughout the Government. Although not intended to be prescriptive, objectives of the Guidelines are to be observed, with approved adaptations, by all agencies. Timetables for implementation have been prescribed, and the CSC has been given responsibility to approve the developmental programs of individual agencies and to later evaluate their effectiveness.
- The previously distributed paper on executive development contains a basic approach for the Agency to implement a program compatible with the Guidelines. The following are comments on the applicability of that paper to the Guidelines:
  - High level of organizational commitment: The Agency plan calls for the Executive Director-Comptroller and the Executive Committee to establish the policy for executive development, approve systems for uniform administration throughout the Agency; and receive information on results of the program for evaluation purposes.

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-- Development Plans: The Agency plan agrees with the Guidelines that executive development must be tailored to individual needs, and it embraces the concept of developing executive incumbents (supergrades) and mid-managers with high potential (GS-13 and above). It also agrees that the number of officers to be developed must be related to the amount of expected turnover in executive positions. The Agency plan, however, offers a system of individualized planning and a compilation of their identifiable developmental needs into training and assignment inventories, rather than advocating the formulation of individual career plans. Previous Agency experience with this approach suggests that they are often unrealistic or incapable of implementation.

-- Mobility Program: To date, the Agency plan does not deal with this difficult problem. The Agency is obligated, however, to establish some kind of mobility program to meet the Guidelines and the desires of the Director. The significance of this issue has occasioned its presence on the agenda as a separate item.

*high potential  
for future career  
to promotion*

-- Training Resource Utilization: This Guideline emphasizes the importance of relating training facilities to developmental objectives and individualized plans. The Agency plan calls for the increased management training of mid-managers with high potential in a course featuring discussion and application of a wide range of management theories and techniques; e.g., human relations, information sciences and traditional management functions. OTR is undergoing an intensive re-examination of training and development, including the use of training core programs and validation of training effectiveness.

-- Program Evaluation: An action plan will be prepared later.

-- Throughout the Guidelines runs the central theme that effective executive development depends upon the establishment of a system and structure for projecting executive turnover and developing a suitable number of candidates with high potential. The Agency plan recognizes the essentiality of process, as well as appropriate policies, by advocating the continued use, after modification, of the Personnel Movement and Management Program (PMM).

-- As endorsed last year by the Executive Committee, PMMP serves purposes other than executive development. For example, it traces future turnover, and it provides for career boards to look at each careerist in terms of his advancement potential in future years. Evaluation of the promotional readiness of individuals in Grades GS-13 and above is an important element, however, in identifying mid-officers with high potential -- clearly a prerequisite to individualized developmental planning.

-- The Office of Personnel simplified the PMMP process after its first running to meet various suggestions of the career services and to better achieve its intended purposes. The following are the main changes proposed by the Office of Personnel preliminary to using this mechanism in implementing an executive development program in the Agency.

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- Within each career service, project the amount of turnover in Grades GS-11 and above and the promotional readiness of each careerist GS-11 and above to advance one or more grades during the next three years, instead of during a ten-year period as was formerly required.
- Provide better guidances to the career services concerning the items of coverage in their annual Career Service Situation Reports, relative to the most pressing problems expected within the next three years.
- As of 30 September, the Agency is obligated to report to the CSC on several aspects of executive development. Preparation of this report, presupposes that the Agency will have accomplished by that date inter alia, the identification of mid-managers with high potential, the preparation of individual programs for those so identified, and the establishment of mobility assignments (job rotations, task force assignments, details, interchanges, etc.). Meeting these objectives within the time allotted is a formidable task. It requires implementation of the Agency plan, including PMMP, throughout the Agency at the earliest opportunity and the establishment of career service inventories of developmental training and assignment experiences identified for individual careerists. Review of the plan and the modified PMMP (copies are available) are necessary first steps in meeting the prescribed timetable.  
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fall*